**Daily Lesson Plan**

**Subject:** Social Studies

**Topic:** Latitude and Longitude

**Grade:** 5th Grade

**Allocated Time:**

45 min - 1 Hour

**Standards:**

7.1.5.A:

Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

**Goal for Understanding:**

This lesson introduces students to [latitude and longitude](http://www.nationalgeographic.com/xpeditions/activities/01/crackcode.html). They will look at lines of latitude and longitude on a United States map and discuss the reasons why these lines are helpful. Students will also discuss the ways that temperatures vary with latitude and will explain the clothes they might wear at specific latitudes.

"How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective"

**Instructional Objectives :**

* contribute words to describe what they know about or notice on United States and world maps;
* look at the lines of latitude and longitude on a map, and explain why these lines might be helpful;
* determine the latitude and longitude of their home town and a few other places in the country;
* discuss how climate varies with latitude; and
* explain what they might be wearing at various latitudes during specified months.

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| **Student Behaviors**  Students will be required to look at the maps and contribute in a class discussion the things they know or notice about a map.  Students will then be expected to contribute their ideas as to why certain things (such as latitude and longitude lines) might have been drawn on the map. | **Sources of Evidence**  From their responses you can see if the students have any previous knowledge of latitude and longitude.  When students contribute to the discussion you can see who is paying attention and who is motivated to learn about this topic. | **Criteria for Evaluation**  Students responses can be their ideas but not accurate. The students will not understand right away what latitude and longitude lines are or what the lines are used for.  The teacher will need to give students hints and see if they pick up on some of the reasons why latitude lines are on a map. |

**Procedure:**

**Teaching to the Objective**

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| **Estimated Time:**  5 minutes  10 Minutes  15 minutes  10 minutes  5 minutes  5 minutes  5 minutes  (continued) | **Teaching to the Objective:**  **Introduction/Motivation/**  **Prior Knowledge**  Ask students to look at the U.S. map and find the lines running across and up and down the page. Tell them that the lines across the page are lines of latitude, and the lines up and down the page are lines of longitude.  Make sure they understand that they are not real lines on the map; they were added to the map to help people locate places on the map more easily.  Ask students to contribute their ideas as to why these lines might have been drawn on the map. Make sure they understand that they are not real lines on the ground; they were added to the map to help people locate places on the map more easily.  **Developmental Activities:**  Have students find the location of their town, and help them figure out its latitude and longitude. (Philadelphia) Once they have done this, help them figure out the approximate latitude and longitude of a few other places in the country. Have them tell you which city is at approximately 30ºN, 90ºW (New Orleans) and which city is at approximately 40ºN, 105ºW (Denver).  Can also have other examples.  Have students look at the United States map, and go over the temperatures that occur as longitude increases. (North to South)  Students can be asked if anyone has traveled to different parts of the country.  **How did the weather feel in that part of the country?**  **Ask students why?**  The main thing the students should know is that areas further away from the equator tend to be cooler.  Also except in places close to the equator, temperatures are cooler in the winter and warmer in the summer.  Take some time to wrap up the lesson and ask the students what are lines of latitude and longitude?  Which lines are up and down and which lines are left to right?  Also what did we discuss today in the lesson?  What makes latitude and longitude lines important?  Any other questions? | **Differentiation:**  Students will have handouts of the United States with lines of latitude and longitude on the map.  Also there will be a Power Point with a picture of the United States for the students to follow along with when the teacher is talking about certain lines of latitude and longitude.  Students will have the multiple visual aids on the Power Point and handout.  If students do not believe the teacher then you can ask students are there lines in the sky?  This will help students to understand that the latitude and longitude lines aren’t real.  The Students will be still use the map of the United states with latitude and longitude lines.  Use a picture of the country’s temperature. (possibly from the weatherchannel.com)  Use examples such as Florida and Philadelphia in the Winter.  Or Texas and Wisconsin temperatures. |

**Follow-up:**

Review the concepts students have learned in this activity, and ask them again to contribute their ideas as to why latitude and longitude are helpful map tools. Do they think they will ever use this new knowledge? If so, how might they use it?

**You can compare the class’s findings together from what they thought before the lesson and what they thought after the lesson. (comparing and contrasting skills are developed)**

**Follow up Continued:**

Have students point out lines of latitude on the outline map. Then make the following statements to the class, and ask them to tell you (or write down) what they think you might be wearing if you were really in these places:

* I am standing outside at 60ºN latitude, and it is January.
* I am standing outside at 10ºN latitude, and it is February.
* I am standing outside at 35ºN latitude, and it is July.
* I am standing outside at 40ºS latitude, and it is August (use this for more advanced students).

Also using the Kidsgeo.com website you can have students locate the character Hanna.

This is a fun game and will help students learn about lines of latitude and longitude better while having fun interactively.

**References:**

<http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/longlat.html>

<http://www.teachervision.fen.com/maps/lesson-plan/4171.html>

<http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php>